WELLESLEY NEWS

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Commedia dell' Arte Players to Present "The Three Cuckolds," A Mime Scenario

by Gail Waller '71

"The Three Cuckolds," a 16th century Italian comedy, will be performed in Alumnae Hall Tues., March 19, at 8:00 p.m., under the sponsorship of the Rebecca Bacrach Treves Fund. Presented by the Van Dexter Players, "The Three Cuckolds" is unusual because it is an example of "Commedia dell'Arte," an old Renaissance Italian theatrical form. The Van Dexter Players recently revived the Commedia dell'Arte, and present "The Three Cuckolds" in many theaters in the U.S.

Pantalone (played by Birger Kaurin), classic Commedia dell' Arte character, displays emotion bodily in masked performance. Tuesday evening's presentation mirrors the foibles of mankind with wit, compassion.

An Art Form

Commedia dell'Arte is pure comedy, meant solely to entertain. But, as Miss Grazia Avitabile, professor of Italian, points out, "Commedia dell'Arte's appeal is not primarily the jokes, but the intellectual appreciation of the art form itself." The manner of presentation is the most unique aspect of "The Three Cuckolds."

For instance, the actors all wear masks, so they must exaggerate body movement in order to communicate with the audience. There is a fixed script, but the actors can improvise freely, giving spontaneity in the performance. The actors give the stereotyped characters depth by their use of sarcasm and contrast.

Lecture and Exhibit

To acquaint interested students with Commedia dell'Arte, Professor Franco Fido of the University of California at Los Angeles lectured in Pendleton Tuesday on "What is Commedia dell'Arte?" The lecture was excellent preparation for the performance of "The Three Cuckolds." In addition, the library is holding a special exhibit on Commedia dell 'Arte.

Poet-Critic Tate Sets Reading; Originator of Future 'Criticism'

Allen Tate, distinguished American poet and critic, will read from his poetry Fri., March 15, at 4:15 p.m. in Jewett Auditorium.

For more than forty years Tate has filled an important place in the country's literary life. A graduate of Vanderbilt University, he was early identified with the Nashville, Tenn., group of "Fugitive Poets," which also included John Crowe Ransom and Robert Penn Warren. Much of his early poetry was published in The Sewanee Review, which he edited from 1944 to 1946.

Tate is sometimes given credit for originating "New Criticism," the critical approach which insists that literary works should be considered as entities in themselves, with particular regard to their formal elements, and not as historical artifacts. A talk called "Miss Emily and the Bibliographer," which he gave before the English Club at Princeton in 1948, launched an attack on older schools of literary criticism. Tate maintained that scholars had been evading their responsibility to make judgements and that their attention was not really given to literature as literature.

In 1950, in a comment on his own verse, Tate wrote, "As I look back upon my verse, written over more than twenty-five years, I see plainly that its main theme is man suffering from unbelief. I cannot for a moment suppose that this man is some other than myself."

A recent critic, John L. Stewart, comments that "The value of the poetry comes more from the knowledge of the human condition which it provides than from its artistic excellence." Other commentators, however, admire the technical skill of his work. R.C. Meiners has written, "He is beyond doubt among our very finest poets. He has written a few poor poems and many poor lines; in his poorest work there is still much of interest, and of his best he has written poems which by their absolute mastery of language, the force of their perception, equal or surpass anything done by his contemporaries."

Works and Honors

Tate has published many volumes of poetry and criticism, including On the Limits of Poetry (1948), The Forlorn Demon (1953), The Man of Letters in the Modern World (1955). He has taught at the University of North Carolina, New York University, the University of Chicago and the University of Minnesota. In 1958-59 he held a Fulbright Professorship at the University of Oxford. He is a senior fellow of the Indiana School of Letters.

Among the honors Tate has received for his literary work are the Bollingen Prize in poetry, the Brandeis University Medal Award for Poetry, and the Midland Author's Prize. He has held the chair of poetry at the Library of Congress and has received Guggenheim Fellowships; he is a member of the National Institute of Arts and Letters.

A current display on the main floor of the library shows some of the college's holdings of Tate material.

SEC Declares Future Goals

Leah Olis '70 and Linda Baron '70 have been elected co-chairmen of the Student Education Committee for 1968-1969. As their first task, they have worked with Senate's Constitutional Revision Committee to draft the proposal for the new Educational Policy Committee.

Beginning next year, that committee, composed of administrators, faculty, and students, will serve as an "ombudsman" for the academic community and as a formal link between Academic Council and Senate. All three groups will work together on some matters, but each will assume the separate responsibilities appropriate to its nature and purpose.

Continuing Forum

According to the new chairmen, SEC must continue as a forum for academic dissent and an agent for change. During the next few weeks, active members of SEC will hold informal dinner meetings in each dorm to solicit help for current projects and glean ideas for future ones. They will urge attendance at the regular meetings scheduled for Thursdays at 4:15 p.m. in room f.

A subcommittee has been formed to take action on News' editorial of February 15 suggesting that a coffee lounge be in the library. Another subcommittee is preparing course evaluation questionnaires for distribution before the end of this term.

All classes may participate on SEC, but Leah and Linda both emphasize the personal benefits freshmen and sophomores especially can derive through membership. "Underclassmen can work with their faculty advisers and department committees to satisfy their individual academic needs," explained Linda.

"Underclassmen's needs may still be relatively undefined. Until they have selected a major, they can express their opinions and participate constructively in the processes of change and education at Wellesley through SEC'," she said.

Departments, Seniors Discuss Generals, Determine New, Workable '68 Programs

by Susan Heineman '70

Both seniors and faculty members in various departments are trying to make 340 and the senior major examination a different experience this year. Although disappointed in the failure to abolish generals for this year, many students are taking the initiative and attempting to create "a meaningful termination to four years of study."

Several departments are sponsoring voluntary seminars and seriously considering student suggestions for examination questions. Others have not yet made definite plans, but are discussing a variety of possibilities.

Scientific View

The biology department has established a committee of three faculty members, one senior and one junior major to plan 340. Although their plans have not yet crystallized, they are considering student-run seminars with an exam based on the topics discussed in these groups.

At the end of this term senior chemistry majors will submit a general topic of interest to them. They will then read five recommended journal articles on different approaches to their problem. Using their four years' cumulative knowledge, they will present their topic to the other majors. One half of their exam will be related to their individual studies.

The mathematics department plans to have more prepared questions this year. Students will also be encouraged to run their own seminars.

For Social Scientists

Sociology majors and faculty have met to consider possible topics for discussion and research during term III. A committee is now evaluating these suggestions. Later the seniors and faculty will again meet to work out the 340 program.

Senior psychology majors are making their own decisions about 340. In addition, the students will plan the format of their general examination.

The senior economics tutors form the nucleus of the student group planning 340 in the economics department. They will hold a series of student-directed, voluntary discussion groups, which will concentrate on general problems

Bible Dept. Changes Name, Introduces Ten New Courses

by Lindsay Miller '69

With the passing of the Bible 104 requirement, the current Department of Biblical History, Literature and Interpretation has gained a new name as well as ten new courses. It will become the Department of Religion and Biblical Studies next fall.

"We do not regret the curriculum change," said Fred Denbeaux, department chairman. "We no longer have a captive audience in the sophomore class, but we think we now have something better to offer the entire college."

All Four Classes

The new courses, which will be open to all four classes, include American Religious History, Protestantism and Kierkegaard.

Three seminars (Aquinas, Luther and theological methodology) and three undergrad colloquia have also been added. The colloquia are designed for "students who are able and willing to embrace the discipline of a small seminar and to enter into a study in depth of a particular area in man's religious history." Topics for 1968-69 will be the contemporary dialogue between Christianity and Marxism, the Dead Sea Scrolls, and religious reform in American industrial society from 1876 to 1917.

Catholic Professor

Father Elwood Ferrer Smith, O.P., is joining the faculty to teach a course in Catholicism from the medieval world through Vatican II. Since 1955, Father Smith has been a member of the Commission on Studies for the Order of Preachers, Rome. He was peritus to the second Vatican Council in 1965.

"The department will eventually add a Jewish professor," said Denbeaux. "In time we hope to have a Hindu, also."

Within the new department, a student may take a double major in religious studies and in biblical studies. Each division includes five required courses. Denbeaux, Clifford Green, Roger Johnson, Father Smith and Harold Vanderpool will teach the religion courses, while Herbert Gale, Ernest Lacheman, Miss Lucelta Mowry and Norman Peterson will teach the Biblical courses.

Fate of 101?

The new department will offer two one-semester electives, labeled 101 and 105, in the Old and New Testaments. Their content will be similar to that of the present two term 104 course.

"Now no one will be able to tell me she is 'glad she had to' take the course," said Denbeaux.

"Unfortunately, that's a rather mechanical view of education. A student should pay for her choice of courses with enthusiasm and passion when she's electing to take them."

In addition to the Biblical history courses, underclassmen may elect an introductory religious history course (Studies in Religion, 106) or a religious problems course (Religion in the Modern Western World, 107).

Distribution Credit

"Our hope is that freshmen and sophomores will elect the grade t courses we are offering. For the first time, these courses may be counted in the distribution requirements for the degree," Denbeaux explained.

"So far, we've had the advantage of sceptics in every 104 class," he continued. "I hope they'll continue to enrich the department. We certainly aren't ones to give good grades for piety."

[March 14, 1968]

Academic Ombudsman

"In the interest of continued cooperation and creativity in educational policy," Senate has designed and approved a Joint Committee on Educational Policy. This committee, it is contended, will act as an academic ombudsman, receiving as well as conceiving suggestions and ideas on general curricular and academic concerns. With the necessary approval of Academic Council, the nine students, four faculty members, and administrative deputy on the committee will be sanctioned to direct suggestions to individual departments, Academic Council, etc., or to make specific recommendations to Academic Council or the Curriculum Committee, according to the nature of the proposal.

Thus is established, pending Academic Council approval, the first formally-recognized link between the students and Academic Council. While Senate earlier this year intimated passage of Constitutional revisions granting itself the authority to discuss academic matters and to make recommendations to Academic Council through the Senate faculty representatives, the formation of a Joint Committee on Educational Policy is a significant manifestation of this power. It is an encouraging, commendable indication that a realistic structure for student participation in educational concerns will soon be available at Wellesley College.

News is delighted with this prospect. We thank the current Senate members for the tremendous amount of time and consideration each has contributed to the formulation of this committee. The fact that, with an amendment to the present constitution, the Committee can exist within the next year deserves additional applause.

With the approval of the necessary parties, then, Senate has effected a change of significant portent. It is left to the newly-elected Senate to employ its options and responsibilities so that the channels for the communication of ideas about academic matters are sustained and made effective.

Entrants' Examination

More than any other component, Wellesley is a product of its students.

The Board of Admission is presently meeting to decide the destination of some 600 letters of acceptance to yield the approximately 470 members of the class of '72.

While limited to some extent by the nature and number of applicants, the decisions of the Board will determine the nature of Wellesley and to some extent the direction it will take in the future. The class of '72, besides comprising approximately one-fourth of the student population on campus and in classes, will eventually head College Government and all other college organizations.

News, therefore, poses the following questions: Is geographical distribution, which has recently fallen into disrepute among the Ivy League, a policy or pseudo-policy that should be retained? Are quotas merely a myth held by disaffected ethnic minority groups? While obviously too late to be employed this year, why does the College make no attempt at Inner City recruiting? Does the College favor the well-adjusted, all-around over-achiever at the expense of her more independently specialized and creative counterpart?

So many freshman complain of the overriding similarity of their peers (see *News* article p. 8) that one may well-suspect, given the possibility that perhaps only a certain type of girl applies to Wellesley, that the Board may nevertheless be discriminating, consciously, sub—,or un—, against diversity in favor of the good student who has no rough edges to result in friction with the Wellesley mold.

News would therefore like to plead for a reconsideration of the criteria and priorities employed by the Board. We would also like to suggest that the Board seriously consider the possibility of students sitting in on the meetings. The Board represents only faculty and administration opinion: we believe students have as much at stake.

Commendable Capers

News eagerly anticipates the first Student Leaders Conference announced last week by the president of the College and commends the administration for instituting this program. The conference will enable student organizations to join together to work toward similar goals in the coming year. Students, in conjunction with members of the faculty and administration, will have the opportunity to define the issues which will concern the community.

If the diverse groups on campus can organize and decide where their initiative should be directed, it is far more likely that they will be successful.

Organizations and individual students must now decide what issues should take precedence next fall. *News* urges students to relay their thoughts to the delegates who will attend the April conference, either through individual conversations or through letters to *News*. The meeting has been appropriately scheduled so that the new campus officers will be able to participate. These leaders will then be able to initiate their unified programs in the fall. But they will not be effective representatives if they are not conscious of the attitudes of their constituents.

Senate and *News*, for example, have begun to work jointly to increase the student role in academics, but is this where *you* want us to concentrate?

Communication is necessary now — before the conference. Delegates can then work for the success of the conference itself and perhaps ensure it as an annual event.

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News Analysis

Rusk-Fulbright Confrontation Brings War Isses Into Open

by Wendy Moonan '68

In more than 10 hours of testimony before the Senate Foreign Relations Committee this week, Secretary of State Rusk once again reiterated the Administration's position on the war in Vietnam. This time, however, the case was not put forward in a vacuum, but challenged before the American people.

The hearings were helpful, in exposing several points about the war which the public has seemingly ignored:

(1) We are not winning the war, even with half a million men and expenses approaching $30 billion a year, but are, in fact, approaching a stalemate.

(2) Bombing in the North has not successfully accomplished its purpose, to hurt the North Vietnamese, to stop infiltration coming into the South, and to bring them to the Conference table, even though we have dropped more bombs in this war than in all of the Second World War.

(3) The U.S. seems to be regarded as an invader by a great many South Vietnamese now (with the effect that many more are able to either abide or joining the Vietcong and North Vietnamese as revealed in the Tet offensive). Our efforts may well be approaching a saturation point.

(4) The latest attempts to escalate the war increase the possibility of a direct confrontation between the U.S. and either China or the Soviet Union or both.

(5) The secondary costs of the war are high enough to question the justifiability of its prolongation, not only in terms of men killed and dollars spent, but also in terms of taxes, the balance of payments problem, the soundness of the dollar, the gold reserves, our détente with the Soviet Union, and the effect on domestic programs, whether for the Great Society, for the urban problems, or the endowment of the arts.

These points are not new to the public, but serve as a helpful review of the situation and the ramifications of our present policy. The hearings also have exposed the inflexibility in the positions held by certain Senators on the committee and the Administration.

The hearings reflect the polarization of opinion felt throughout the country. Americans can no longer discount dissenters as hippies or draft dodgers.

Those paying close attention in the hearings may also have noticed that Rusk actually failed to answer the most important questions posed to him: "Is this war not against our humanitarian, moral, and American values? Is it not perhaps against the elusive 'national interest?'" These were echoed in more specific queries about why the U.S. refuses to declare war officially, or to issue a White Paper to justify its actions, or to allow an international authority to intervene to stop the hostilities.

Rusk either skillfully changed the subject or used false or irrelevant historical analogies to answer these questions. For some questions, presumably, he had no answers; for others, he was unable to respond lest he commit the President to a course of action without prior consultation. Most important, he could not answer these questions because the answers required a clear set of priorities which appeared not to exist. The Administration has not yet decided how far it is willing to go in Vietnam, and at what cost both at home and abroad. In effect, it is not clear exactly what the nature of our interest is in Southeast Asia, and exactly what we think we can accomplish, particularly now that it is obvious that we do not have the resources to accomplish the goals which have been posited.

The hearings served a purpose that cannot be overlooked; they showed that the questions are not being answered though they clearly deserve answers. This fact will not be lost on the public. Furthermore, Rusk did say the Administration would reappraise its policy "from A to Z." More significantly, he affirmed that the Administration would consult at least some members of Congress before calling up the 206,000 troops now requested. Fulbright was unable to secure a firm promise or any indication of increased Administration accountability to Congress in areas of foreign policy, however.

Still, one can now foresee the end of the impasse between the Senate and the Administration and the resumption of meaningful communication about the war, even if the Administration must remain publicly responsible for, and therefore superficially, inflexible about the war in the immediate future.

The Reader Writes

Ode to the Fasters

To the editor:

Some of your fellow students inspired the enclosed poem, and it occured to me that if yours was a "controversial" newspaper, you might enjoy running it as a possible answer of the majority view. As a one-time frequenter of the Wellesley campus, I have a particular fondness for your school.

To Our Fasting Wellesley Girls

We like you subtle,
We like you fresh,
A bit of fasting
Tones the flesh.

But please reserve
Gluten enough
For future cults
To lose the huff.

You blessed on China
When they took Tibet
But South Korea
Stands toe-to-toe.

Thought Hungary almost
Asked about weight,
Israel fended
And we still await.

The socialist win,
And in England now,
While Singapore trembles
They extol the cow.

Even India, once
The unarmed state,
Found neighbors ready
For weakfish bait.

And you girls,
As we try and meet
Each case of hacking
On a neighbor's feet

Must find a means
To ring the gongs
Not just on us
But the Vietcongs!

Best regards,
Malcolm Marshall
Newton, Mass.

Under Fire

To the editors:

John Kenneth Galbraith's recent lecture was an insult to the intelligence of the members of the Wellesley College community. Whether or not one sympathized with his "modern foreign policy plan" — whatever that really was - - the fact remains that his policy alternatives were unsophisticated generalities which have been suggested by many students, journalists and others before. From such an eminent and respected authority, we expected a more thorough examination of political realities in Southeast Asia and elsewhere, a more adequate analysis of why our present foreign policy is unsuitable, and more detailed proposals for change. His suggestions such as they were failed to answer such fundamental questions as "Will it work?" and "Then-what?". Few Wellesley students would outline policy proposals in a paper without more solid justification, and it is distressing to find that analysis of vital national issues by one of the outstanding spokesmen of the ancient community does not even meet the standards of undergraduate scholarship.

Aside from the vague content of his speech, we objected to Galbraith's style and attitude. His wry humor was most persuasive at first, but we were gradually alienated by the stream of "in-jokes" levelled at various political leaders and groups. It is inappropriate for any critic and especially for an individual of academic stature, to dismiss his opposition by ridicule rather than reasoned analysis. We were also put off by Galbraith's arrogance. Having been exposed to arrogance of academic authorities, it does not disturb us and we excuse it easily when a scholar's contributions to his field compensate. But the substance of Galbraith's lecture last Tuesday demonstrated little justification for self-esteem.

We hope we will not be similarly disappointed in the future.

Sue Baird '71
Terry Bruce '70
Dee Howard '71
Louise Pfenier '68
Carol Richmond '71
Linda Walton '69
Lynne Williams '68

Critic Critique

To the editor:

We disagree with Lucie Leavell's analysis of Galbraith's lecture, "A More Modern Foreign Policy."

Galbraith's intention was to provide a structure for understanding the complex policy developments of past years. His "three generations" approach, presented with clarity and wit, is a viable means for ordering the assumptions underlying the main varieties of these policies.

Furthermore, by challenging the fundamental assumptions of the second generation in their policy decisions concerning Vietnam, Galbraith does provide the foundations for a possible solution to the present war. The first step towards a solution is a basic change in outlook, the transition from second to third generation attitudes which he advocated.

Sincerely,
Margie Fox '68
Judy Fromson '68
Jo Westin '68

SEC Invites

To the editor:

The Student Education Committee is growing. The Senate Constitutional Revision Committee's proposal for a student-faculty committee linked to SEC and Academic Council would provide SEC with a permanent channel for communi-

(Continued on page 5)

Campus Organization Candidates Outline Platforms

Forum

Hasti Chai

There are two immediate reasons why Forum must try to share in the resources of colleges and universities in the Boston-Cambridge area next year.

First, Wellesley students would be deprived of innumerable opportunities if a serious effort were not made to coordinate our political group activities, speakers and film presentations with those at MIT.

Secondly, Forum this year and last has been notable only because of the expanding activities of its member groups. Because of the monetary limitations imposed by these groups, Forum's traditional role as an organizer for lectures with all-campus appeal, has diminished. Next year, speakers who are of interest but who do not have large fees, will have to be sought out. Informal discussions with some of the more newsworthy professors from neighboring schools might be of more value to Wellesley students than some large formal lectures have been in the past.

Cindy Harrison

Next year will be a crucial one in the existence of one of the major campus organizations. Forum can and should be more than merely a coordinating body for other more politically active groups.

For 1968-69, I propose: 1) a precicelion debate between the Young Republicans and the Young Democrats; 2) a newsletter to include in-depth student analysis of national issues, publicity for SDS, YR's, YD's, Urban Affairs, etc. and to keep the campus informed on weekly political events off-campus; 3) Wellesley IMPACT — a weekend of speakers, panels and discussions to take advantage of MIT and Harvard academic opinion on drugs, Vietnam and other contemporar yissues; 4) informal dorm lunch and dinner table discussions with the president of Forum and politically - involved faculty. Through the implementation of these proposals, Forum as a body will challenge students to more direct involvement and participation.

Leslie Rehl

Forum is the necessary coordinator of the various political organizations. But its first responsibility is to organize activities, group studies, panel discussions, and lectures, and perhaps next year a political colloquium on topics that interest the students. As a Forum board member this year, I have concentrated on informing the campus of major political activities in Boston and Cambridge, as well as at Wellesley through a bulletin and the El Table, which I would like to extend with the hope that a transportation system can be developed.

Athletic Association

Laurel Johnson

In a sometimes-tense academic environment, A.A. offers a positive outlet for tension. The organization also creates a certain comradeship, to which any student who has rowed at six in the morning can attest.

My experience with the Athletic Association has been through crew, but by way of all the various sports it probably reaches more students than any organization on campus.

Ilona Lazzio

Can you be up by seven a.m., scramble to the boat-house still groggy with sleep, climb into your shell with seven other companions and one hoarse cox? If companionship and competitive spirit can push you towards perfection, if you have that gumption and sportsmanship to handle a defeat by returning all the stronger for the love of the game — then you are a part of what AA is about; which ever door you chose to enter, you will find waiting for you our bond of eager enthusiasm! The function of A.A. is to integrate and provide a structure for this enthusiasm in order to give meaning to our athletic competition.

Heidi Winston

With exciting plans already in the works for this spring and next year, Athletic Association will need not only inspired, but also experienced leadership in '68-'69. I participate in crew, field hockey, lacrosse, and basketball. Also t lifeguard, canoe-guard, and sail-guard and have been known upon occasion to swat balls on a tennis court or dodge trees on a ski slope. As acting secretary-treasurer and coordinator of on-campus activities for Athletic Association last year and as vice-president this year and an active member of the Committee for Crewshell #5, I have become well-acquainted with the administration of the Association. I would like to make '68-'69 as exciting a year as Kay Evans has made '67-'68.

Chapel Organization

Meg Douglas

The Chapel Board seems to be suffering an identity crisis. As it grapples with chapel, the board experiences the tension of trying to root values from the past in a changing society. In frustration it arranges the fifteen minutes of morning chapel in all possible combinations. Does bringing religion to Wellesley College mean crowds of people at 8:15 a.m.? My suggestion would be for the board to redirect some of its energy into new channels of action. With a chaplain, perhaps, it could make the identity leap by experimenting with new forms of worship or by mobilizing an ad hoc crisis group around specific problems in the community.

Eileen Flantgan

Should we substitute "Scrap Chapel" for the "Grapple with Chapel" slogan? Perhaps, but not yet. This year's attempt to resuscitate the present program indicates need for significant change. I doubt that the future appearance of a father-figure problem-solver chaplain is or will be the answer. I propose for this spring to provide opportunities to meet the men who staff the denominational groups at dorm dinners and to substitute a noon pray-in for peace on the Chapel steps for the Wednesday morning service. For next year, I expect more cooperation with and among the already active sectarian groups. I suggest abolishing week-end forums in favor of mid-week lectures and discussions with interesting individuals. If the Chapel Organization does not strive to perform a helpful service to existing religious groups and/or to unaffiliate students it should not exist. I feel familiar enough with the problems from my job as president of Newman to contend that it can do this.

Holly Markham

Chapel needs to reestablish itself as an alive and aware organization with active concerns and interests. Chapel cannot survive if it remains ingrown and stagnant —it needs to reach out, to communicate with other religious organizations, to realize its beliefs in vital activities. It needs to be receptive and open. There is a need to foster a greater variety of opportunities for channeling religious concern. Other mediums of worship should be explored. Chapel doesn't always have to be inside nor is religious feeling always spoken — it can be danced, sung and performed. There also needs to be better communication between Chapel Board and the college through open meetings and discussions and active representatives, an encouragement of the religious groups and of movement among them, and an enticement of exciting people to come to speak here. Finally, continued investigation into the possibilities of a chaplain is crucial.

Service Organization

Elizabeth Michel

If I am elected S.O. president, S.O. will take on a new activist orientation. Through tighter organization, volunteers will meet often for intense discussion and active learning. We need to evaluate present programs and carefully choose next year's, to exchange ideas with other activist groups on campus, and to convince Wellesley College, an institution devoted to learning, that an interrelation with urban society would be an important learning experience for our community.

Cherry Watts

Better use of Wellesley's own facilities and more thoughtful expenditure of funds are keys in the vitality of S.O. I would extend the use of Wellesley's campus for S.O. sponsored programs, especially in the continuation of the swimming program for Roxbury children and the growth of Upward Bound. Efforts should be made to revamp the hospital and mental hospital programs and to continue the reorganization of the tutoring programs. I would investigate the possibility of consolidating the Wellesley and MIT tutoring programs.

Jan Whitman

The key to S.O.'s effectiveness lies in the enthusiastic support of its members and in the expansion of programs on and off campus. To consolidate board members and volunteers, I advocate a creation of a volunteer committee. I also promote campus programs, such as the Roxbury swimming classes, as well as an active participation in the Intercollegiate Council for Volunteer Service, a reorganization of hospital and tutoring programs, perhaps in combination with MIT, and increased subsidization of tutoring materials and transportation expenditures.

Peace Fasters Explain Their Purposes; Personal Act To Raise War Awareness

by Pat Nicely '71

Last week 100 Wellesley girls singed a four-day fast in protest of the Vietnam war. On the last night of the fast, 15 girls met in room 1 to discuss the effects of their demonstration.

Each girl described her personal experiences. They agreed that their purpose in fasting was to increase their own commitment against the war and to try to influence other people "at least to think more about it."

Different Approaches

Susan Spear '68, who organized the fast, said it was inspired by the recent Harvard fast and was the second fast at Wellesley. "We wanted more community spirit than the 20 scattered people who fasted a couple of weeks ago," she stated. "We wanted the fast to have meaning for everyone instead of for just a few individuals."

She added that other New England colleges had staged similar fasts, using various methods. "At Smith I understand they tried to get as many people as possible to fast, but here we didn't try to canvass. We left it up to individuals."

Publicity Important

Susan contacted several news media (including United Press International, Time, the New York Times, the Boston Globe, the Patriot-Ledger, ABC television and local radio stations) in an attempt to publicize the fast. "There is never too much publicity," she said. She suggested that a more thorough coverage of the campus be made the next time a similar protest is attempted.

Most of the fasters made a point of talking to girls in their dorms about the war. Some tried to start conversations by going to meals but not eating. Some wore black armbands. They all felt that they had achieved their purpose. One explained, "If you even make one other person start thinking about the war in her own terms, that's something."

The Strike

In connection with the fast, the girls discussed the proposed national student-faculty strike planned for April 26. "We want this strike to be different from other teach-ins that have gone before, since it will be non-partisan. We hope, too, that a large number of faculty members here at Wellesley will join us and hold classes on the war instead of their regular classes."

Workshops, discussions and films on the war are planned to make the strike informative as well as demonstrative.

Grace M. Armstrong, '68, has won a Danforth Graduate Fellowship for advanced study for the Ph.D. degree, according to a recent announcement from the Danforth Foundation of St. Louis, Missouri. Elected to Phi Beta Kappa in her junior year, she was also named a Durant Scholar. In February of this year she was designated a Woodrow Wilson Fellow.

More than 2,000 college seniors from colleges and universities throughout the United States competed for the 123 Danforth Fellowships awarded this year.

The Danforth Fellowships are designed to encourage outstanding College Graduates who show promise for distinguished careers in college teaching in order to help meet the critical need for such people.

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SDS Outlines BDRG Counseling, RPM, Student Strike at Wellesley Set for April

The current program and future plans of Students for a Democratic Society were discussed last Monday night. Since the Wellesley SDS is not directly affiliated with the national organization, it reflects the feelings of Wellesley students and is not limited by national policies in its activities.

Students were encouraged in participate in projects meaningful to them. Involvement in one activity does not preclude support of another.

Draft Counseling

Ellen DuBois '68 outlined the progress of the draft counseling training sessions run by the Boston Draft Resistance Group. Meetings will continue on Tuesday nights for those interested in political education. Girls will also observe actual BDRG counseling to clarify their role as counselors.

Several proposals for future action were made. The group will continue talking to boys at their pre-induction physicals in an attempt to interest them in draft counseling. Another possibility is working in Wellesley High School --speaking to a class or setting up a regular draft counseling service.

The girls plan to obtain a list of I-As from the local draft board and inform the boys of available counseling services. Hopefully they will be able to set up counseling hours at the Wellesley Friends Meetinghouse.

R.P.M.

Vicki Ernstein '70 reported on R.P.M., a new campus publication. She emphasized that R.P.M. was not a newspaper per se, but an outlet for student and faculty opinion. Anyone can express himself on any issue.

However, R.P.M. needs money to exist. Contributions should be given to Tracy Thompson in Freeman.

Student Strike

Vicki continued with an explanation of the student strike on April 26. At the Jan. 24 meeting of the Student Mobilization Committee, there was a call for a national student strike against the war, racism and the draft. This is not a strike against the university; it is a political demonstration.

On Thurs. March 7, there was a preliminary student meeting with representatives from various college organizations to plan the strike. The Wellesley strike is to be a day of education on which various groups can discuss the issues concerning them.

Several teachers are interested in holding open seminar classes to discuss political issues. Other ideas suggested include a roving guerilla theater, a speaker from off-campus holding a teach-in, massive distribution of literature, Vietnam dinners, and activities at night with other Boston area schools.

The use of the term "strike" was questioned, as it has derogatory connotations. Vicki stressed that they were not just asking students to cut classes, but also to participate in scheduled events. The purpose of the strike is twofold: to educate the college and to demonstrate with other students all over the world.

Against Racial Oppression

Lois Johnson '68 proposed several campus activities to combat racism. She cited the need for more active recruitment of black students and faculty and for more courses concerning the Negro.

Lois plans to ask ETHOS to work with SDS on a committee to investigate these needs. Other proposals include the circulation of literature on issues like Orangeburg; speakers and films on racial problems; discussions on pertinent issue (e.g. the Riot Commission report, black power); a series of news reels depicting current racial crises.

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"Critics of American Society" Offer Radical Solution to Gap

by Dorothy Devine '69

"The university is abdicating its function of social criticism. The essential questions about the shape of our society are cramped into the margins of our curriculum, subordinated to the specialized interests of our professors. The university provides us little opportunity to learn about, to analyze, and to debate seriously the problems of America."

This statement is the rationale for a non-credit course originated this year by three seniors at Harvard. Called "Critiques of American Society," the course consists of large weekly lectures plus smaller discussion sections. Several hundred people have attended. The lectures are given each week by a local radical (professor or student) who has done research in the particular subject under discussion.

Filling a Gap

The Harvard students who organized the course -- Dave Finkelhor, Ken Feldman, and Dan Gilbarg -- feel that it fills a gap in both the Harvard academic community and in the new left political community in which they belong. As radicals, they were aware that there was nothing in the Harvard University academic establishment which helped them to find answers to the problems with which they are preoccupied. On the other hand, much of the discussion in the political community suffered from the fact that it was preeminently argument, confrontation, or a discussion of tactics, rather than a systematic development of the ideas that underlie radical analysis or a serious assessment of alternative theories of social change.

The organizers felt a lack of systematic discussion of "broad questions" in the University atmosphere of professional academia with its high degree of compartmentalization. They seek to ask and answer these questions themselves.

"They are looking at the large problems of American society and asking questions such as: What is the nature and dimension of the problem? What are possible strategies for its solution? What are the obstacles in American society to the implementation of the solution? What changes must take place in society for these obstacles to be removed? Can these changes come about with or without radical effort? As individuals whose work can affect history, what can radicals do? Initial discussions of modern American capitalism, national politics, business and government, and labor, have provided a background for ongoing discussions of specific problems: poverty, education, imperialism, militarism, race, and the cities.

Seeking a Change

As radicals who see America in social crisis, Finkelhor, Frisof, and Gilbarg feel that these questions must be asked. In these questions is found a basis for radical social science, in which questions are asked because one is interested in change. This does not imply a party line; politics do not dictate the answers to the questions, but they do dictate the questions.

In originating the new course, the organizers have tried to make innovations in form as well as in subject matter. To improve on the usual syllabus at Harvard, they have prepared an annotated bibliography with a list of the central questions to be asked about each topic with an indication of the most productive pages in each grouping of sources. In addition, they have sought to break the notion that the teacher is an "expert" with information theories which need merely to be transferred to the student.

In these broad questions, no one is an "expert," no one has a monopoly of information except in limited spheres. They feel the instructors should share what familiarity they do have with the questions and the types of information available and, by leading the students through their own stages of understanding, encourage them to form and to explore new ways of looking at the problem. Thirdly, with respect to the papers to be prepared for the course, they will not be asking for a definitive piece of work, forcing a student of necessity to choose a small, manageable problem. They want students to tackle and work with "big" questions and to write "working papers" in which they will set down their ideas and work from them --the educational experience in large part being one of developing an understanding of what they still need to know.

Open To All

Seven of the twelve lectures remain. They are open to the public. (Section meetings are open only to those enrolled in the course, however.) Meetings are at 2 p.m. Tuesdays at 2 Divinity Avenue in Cambridge. Schedules and bibliographies are available on the SDS table near the info board. Other information may be obtained by phoning Dan Gilbarg at 491-8599.

Professor Lettvin to Discuss Peace Support for McCarthy

Jerome Lettvin, M.D., will speak at the Wellesley Senior High School on Mon., March 18, at 8 p.m., in support of Sen. Eugene McCarthy for President.

Prof. Lettvin received his medical degree from the University of Illinois and practiced as a neurologist and psychiatrist for fifteen years, including two and a half years in the Army. He was gradually drawn into research on cognitive and perceptive processes in living systems and has become famous for his fundamental work on the specialized vision of frogs and on human color vision. At present he is Professor of Communications Physiology in the Departments of Biology and Electrical Engineering at MIT. He also gives a class on the philosophy of perception which is one of the most popular at the Institute, with about 200 students attending.

Drug Debate

The severe effects of LSD on several students was a major factor in Professor Lettvin's involvement with drugs and other problems of youth. He became known in a wide audience because of his televised debate against LSD advocate Timothy Leary and a subsequent television appearance. Prof. Lettvin not only warned against the danger of drugs in the faculties, but also deplored private hedonism at a time when social problems are very urgent.

Because of his concern with the problems of the war in Vietnam and its repercussions within this country, Prof. Lettvin has been speaking extensively in support of Sen. McCarthy for the presidency. He feels the McCarthy campaign won a notable victory when President Johnson refrained from entering or sending a stand-in into the Massachusetts preferential primary. As a result, Sen. McCarthy's name will be the only one to appear on the Democratic primary ballot as a presidential candidate. Furthermore, a considerable number of Republicans have changed their registration to Democratic or Independent for the purpose of voting for him, according to Lettvin. The deadline for this change is March 30.

Prof. Lettvin's talk in support of Sen. McCarthy is being sponsored by the Wellesley Vietnam Peace Project. The meeting is open to the public. For further information, students can call 235-8485 or 235-9108. Transportation will be provided by faculty from the Founders Parking Lot between 7:30 and 7:40 p.m.

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Harvard Psychiatrist Coles to Elucidate Urban Complications

Dr. Robert Coles, currently a research psychiatrist at the Harvard University Health Services, will be the guest speaker at the Forum Dinner, Mon., March 18. Directly after the dinner, Dr. Coles will speak on "Psychiatry and Urban Problems," in Pendleton Hall.

Dr. Coles, who graduated from Harvard College and Columbia University College of Physicians and Surgeons, is well qualified from his varied professional experience to discuss psychiatry and its relation to urban affairs. He has served on the psychiatric staff of the Massachusetts General Hospital, McLean Hospital, and Children's Hospital in Boston. He has been a teaching fellow in psychiatry at Harvard Medical School, and has served as chief of neuropsychiatric service and wards at the U.S. Air Force Kessler Hospital in Mississippi.

Presently, Dr. Coles is a consultant to the Southern Regional Council, for which he did research on "Psychiatric Aspects of Desegregation in the South" in 1961-63. The recipient of the Ralph Waldo Emerson Phi Beta Kappa award for his study Children of Crisis, Dr. Coles is a member of the National Advisory Committee on Farm Labor, and a consultant to Appalachian Volunteers. He has contributed work to publications such as Saturday Review, Daedalus, and American Scholar, and is contributing editor to the New Republic.

Europe '68

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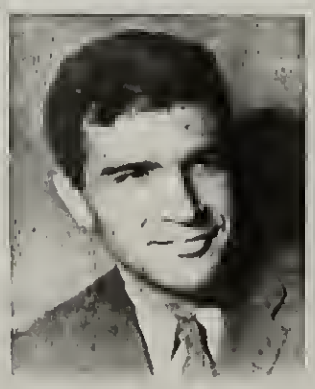

TRYOUTS

Tryout participants are reminded of the deadline for their second articles this Friday noon in the News office.

Wellesley Campus Welcomes Invaders from TECH

Parries Attack on Humanities; Sets Counter-Offensive

by Mary Enterline '70

Students from the Massachusetts Institute of Technology, launched a massive attack on Wellesley College, a stronghold of higher education for women, Mon., March 11. The invaders met with little resistance as they entered the campus under the cover of a scheduled exchange day.

Fleeing the polluted atmosphere of Cambridge, the invaders could not get used to the scenery. Jan Helman, MIT '70, an electrical engineering major, was part of the first party to arrive around 10 a.m. He did not manage to infiltrate a class, however, until 2:50 p.m. because he was walking around. "It's nice to see some trees," he explained.

Friendly Natives

Noting the apparent friendliness of the natives, Lloyd Marks, MIT '71, commented, "The people are all friendly, they smile when you go by. People you don't know smile at you. At MIT people you do know don't smile."

Members of an early advanced guard, Lloyd and his roommate Bruce Rummel '71 arrived around 8 a.m. Unlike Jan, they made it in four classes. Their particular targets, according to Lloyd, were "classes that didn't have anything to do with math or science," and Bruce added that music 214 (the twentieth century) at 8:40 a.m. was "very strange, an experience."

Courageous Assault

MIT students concentrated their attacks mostly on non-scientific and non-mathematical areas. Frank St. Clair, MIT '71, found the two humanities courses he entered "very good." "While there was some discussion, there was more lecturing," he explained, "and I think more was accomplished than in our recitation groups where the professor just asks questions." Frank also courageously ventured into mathematics 108 (introduction to mathematical thought) which "brought back old memories."

While there were no immediate cases of desertion, many MIT boys were considering joining the ranks for a course in the future. Peter Metcalf, MIT '70, a civil engineering major, was so impressed by history 222 (The United States 1783-1850) that he'd like to take it.

Wellesley girls did not take long to realize an offensive was under way. One astute junior observed that there were more butts of cigarettes without filters in the ashtrays. While most appeared to meet the assaults passively some girls were enthusiastic.

"I met two very interesting boys," Jean Menapace '70 explained, "both who attended grammar school with me and whom I hadn't seen for two years."

Results of the sporadic encounters all over campus are yet unknown although reports continue to trickle in of girls who were unable to counter boys who opened doors for them.

Defenders of "gracious living" at Wellesley were especially hard pressed. One particularly harried head of house, who had valiantly but vainly tried to enforce the rule of coats and ties in the dining room, replied when asked if it had been a hard day, "Oh yes, but you'll all be gone for tea on Wednesday," in reference to Wellesley's planned counter-offensive.

One Wellesley professor thanked the three boys who attended her class because their mere presence had so intimidated the girls from asking questions that although she had begun the class two lectures behind schedule, she ended ahead.

Using blitzkreig tactics, MIT students outnumbered the girls in philosophy 206 (moral philosophy) by about six to one. Ellen Karp '70 marvelled at the professor's calmness under attack — she lectured as though there were no boys standing around the room.

"Comments were flying," Ellen noted. "It was great. The boys were down-to-earth and got to the point, and they'd give concrete examples."

Rich Johnson, MIT '68, a physics major, enjoyed the same discussion because it was "more free-wheeling and less analytical than at MIT."

Members of the MIT forays confirmed what they had suspected all along. Upon entering the moral philosophy class, one disappointed MIT guy groaned, "It's just like MIT — only four coeds!" "Shut up," a cohort commanded. "They're not coeds; they're girls!"

MIT visitors receive directions to various classrooms at information table in Green Hall.

Art and Music Departments provide late-afternoon coffee break in Jewett for students and faculty.

Photos by Nancy Eyler '69

MIT students ponder squashed radiator on exhibit in Jewett.

Generals '68 To Take Varied Forms

(Continued from page 1)

lems rather than research questions. Faculty members will be invited to these meetings. To tie the seminars and the exam together, the groups will submit questions to be included on the general.

All political science majors will be divided into four discussion groups. These compulsory seminars will be student-run, with two faculty members as advisers for each. The students will be responsible for integrating their studies in the discussions. Each group will receive a separate exam, based on their discussions. Miss Alona Evans, chairman of the department, feels a new image is created by this coming together of the majors — "They never see themselves as a professional collectivity."

The Literary Experience

The English department has shortened and simplified its general for this year. No special reading research project will be required, as has been in past years. Voluntary, student-directed colloquia on general topics of interest will be held, although there will be no relation between these discussion groups and the exam.

Carla Francois, chairman of the French department, stated that the French general this year would be "more liberal, more specific, less comprehensive." Seniors have already chosen a specific aspect of literature for their morning essay. During term III, they will research this topic. Francois hopes that students with more popular topics will hold informal discussions with the assistance of the faculty.

The French oral exam has also been changed, due to student pressure. The specific questions on text identification and literary history have been eliminated. Students will only be asked to give an explication de texte from a work announced eight days in advance.

The German exam will consist of three prepared questions. As a result of student demand, three student-run seminars to discuss these questions have been set up.

Art, Philosophy and Music

The art department has radically changed the format of its general. It will be only three hours long (instead of six), and students will use their four years of study in a comprehensive discussion of three or four original works of art (instead of identifying slides and answering theoretical questions). During term III, the students will run their own seminars, choosing the discussion topics and inviting faculty members as desired.

The philosophy 340 will have an independent validity in addition to helping the students to prepare for the general. Informal, student-initiated groups will discuss both broad philosophical problems, calling across various courses, and a few more specific areas. The general itself, consisting of one philosophical question which the student will handle in an individual way, eliminates the need for a frenzied, senseless survey of course material.

The program for the music 340 is similar to that of last year. Two student-faculty meetings will serve as guides for independent study. First faculty members will set an example in their presentation of material; then students will then be given material for preparation and discussion.

The Reader Writes More

(Continued from page 2)

eation of students' ideas to the faculty.

SEC needs to grow in membership in order to be able to assume the responsibilities of this anticipated expanded role. Everyone, by virtue of being a student on this campus, is a member of SEC. Your appearance at any meeting guarantees your opinions being heard, and your having an opportunity to work on the projects which SEC is currently tackling. The work may be menial, but it can also be interesting, and is always important.

If you are interested in participating in an organization with an expanding scope, in an organization whose concern is the most important concern of the entire community, that is, education, in an organization which welcomes new members with immediate opportunities for meaningful participation: come to a SEC meeting, Thursdays at 4:15 in room f.

Linda Baron '70
Leah Otis '70
Co-chairmen, SEC

Moot Court Rules Draftcard Regulation Constitutional

A five-to-one decision of the Supreme Court (of political science 332) reversed the decision of the First District Court of Appeals in Boston, and ruled constitutional the 1965 amendment to the Selective Service Act.

This amendment, which proscribes the "willful destruction and/or willful mutilation of the selective service registration certificate" had been held unconstitutional by the lower court in the case of David Paul O'Brien, 21, a sophomore at Boston University indicted for burning his draft card in public.

Symbolic Speech?

In the hearings held March 5 in the Pope Room, the counsel for the United States, Susan Sachs '69 and Ann Sherwood '69, argued that draft card burning, as conduct, did not qualify as "symbolic speech." They contended that prohibiting such an action could not be construed as an infringement upon First Amendment freedoms, insofar as there exist effective alternative means of communicating the ideas expressed by the dissident O'Brien in his incendiary action.

The appellants then cited the recommendations of the American Civil Liberties Union that dissenters, rather than burning their draft cards and risking the alienation of even those in sympathy with their views, should turn the cards in to the Department of Justice. Thus, Susan and Ann insisted, while a dissenter would subject himself to the regulation which requires the constant possession of the draft card, he could not be charged under the 1965 amendment.

To Raise An Army

"The Congress, under Article I, Section 8 of the Constitution," they argued, "is by constitutional delgation concerned with military manpower." The counsel for the U.S. then contended that the amendment was seen as a necessary statutory provision, in light of the proliferation of draft card burnings, to insure the possession of the draft card, and as, such, was a legitimate exercise of Congressional power to raise and supply armies. "The draft card," they contended, "serves to implement the effective functioning of the Selective Service system; prohibiting its mutilation and destruction to insure its possession is therefore legitimate."

The girls refused to ask the court to investigate the legislative

Roger Fox, MIT '68, counsel for David Paul O'Brien, presents his argument to the justices of the (moot) Supreme Court. From left, Cherrie Hepburn '68, Diana Steele '68, Barb Litwin '68, Susan Kagan '69, Lynne Goff '68, and Pam McLucas '69.

history of the amendment, or to judge the intent of Congress in passing the statute. "When a statute is clear, and the language precise, the Court has refused to consider the legislative history or any concocted 'motives' of Congress in enacting legislation," they insisted.

In Conclusion

The final statement of the appellants presented the opinion that the "1965 Amendment to the Selective Service Act is a proscription of specific conduct which in no way infringes upon freedoms protected by the First Amendment, and it represents a reasonable and legitimate exercise of the constitutionally-granted power to 'raise and support armies'."

Counsel for the appellee, O'Brien, Roger Fox, MIT, contended that the amendment serves "no valid purpose." "It has never been purported," he argued, "that it is really necessary for the holder to have the card in his possession continuously. Furthermore," he continued, "the amendment was aimed at the suppression of dissent, and was not carefully considered before it was enacted."

The lawyer sought to redefine "symbolic speech" for the Court, insisting the previous, precedental definitions were not adequate, nor necessarily applicable. "An 'act' of symbolic speech," he said, "is one which is performed in public to express one's convictions, and which does not physically or morally injure others."

Chief Justice Earl Warren (Pam McLucas '69) questioned the lawyer insistently on his definition of "symbolic speech." She produced example after example of expressive conduct — from flag waving to political assassination — attempting to determine just where Fox would have the Court draw the line.

The effectiveness of the statutory amendment in suppressing dissent was also questioned by the members of the Court.

The Decision

Both the appellant and the appellee were granted a half hour for their presentations, and a 15-minute rebuttal session. The justices were free to interrupt and question points at any time. Following the allotted session of the court, the justices met to determine their decisions.

On March 8, Pam announced the five-to-one decision of the Court. The justices, in their assignment to "play the role" of the Supreme Court Justice they portended to be, based their opinions on a conjecture of how each particular judge would react to the arguments presented in the hearings.

In the Opinion . . .

Warren contended that as draft card burning could not qualify as symbolic speech, it was legitimately susceptible to Congressional proscription.

"Symbolic speech," Pam suggested, "has as its only effect and intent the communication of ideas. Acts on the other hand, have a physical result." It was with this distinction in mind that she arrived at her decision.

Justice Fortas (Susan Kagan '69), also insisted that the issue was not one of free speech. "Draft cards have meaning apart from the ritual," she insisted. "Therefore, burning it is conduct, and such conduct is the legitimate concern of the legislature.

Justice White (Barbara Litwin '68), applied the "balancing test" in the case in reaching her decision. Balancing the importance of the freedom of speech with the keeping of public order, she found the latter to be more important. "While draft card burning is symbolic speech," she insisted, "it is a practice disruptive to the public order, and therefore must be proscribed by Congressional action."

Typically, dualist Black (Cherrie Hepburn '68) could not uphold the amendment as constitutional. She (he) held that "the freedom of speech is more important than any other consideration." Choosing not to employ the balancing test, however, she used the definition of "symbolic speech" in the U.S. brief, which does not apply to the conduct of draftcard burning. Known to be personally disturbed by the demonstrations and disruptions of public order as manifest, for example in draft card burning, Black concurred with the opinions of Warren and Fortas.

Justice Harlan (Diana Steele '68), insisted that the power of Congress had been rightfully, and not capriciously nor arbitrarily exercised. While the conduct qualifies as symbolic speech, in her opinion, "it is not protected by the First Amendment because it interferes with the Selective Service system and the public welfare. Using the balancing test, then symbolic speech should be subject to the proscriptions of the amendment."

The Dissent

Justice Douglas (Lynn Goff '68), insisted that the act was indeed symbolic speech, and that the only symbolic speech that could be subjected to regulation is that which is harmful to the public welfare. Employing the preferred freedoms doctrine of the Court, she insisted upon the necessity of the expression of dissent, and further contended that any abuse which might result from the expression is already provided for by law.

The Supreme Court of the United States has heard the case of the United States v. David Paul O'Brien, and is expected to hand down its decision soon. Meanwhile the American Constitutional law course of Alan H. Scheehter, assistant professor of political science, will hear arguments in later sessions concerning the legitimacy of "stop-and-frisk" laws, and the constitutionality of open-housing legislation.

Panel To Ask "What Are We Learning?"

What are we learning here? Is the Wellesley graduate a better or more competent person than she was as a freshman?

Are we creating and discovering styles of relating to people and to ideas? Are we relating in practice?

Do our papers, hourlies, and finals teach us students to articulate or to argue more effectively? Do they give us tools for a unique life search?

Can the structure of courses produce a feeling of mutual worth between faculty and student? Why do most Wellesley students sense the limits of their powers much more than their individual capabilities and strengths?

Three students and three teachers will approach "What Are We Learning at Wellesley?" next Thurs., March 21 at 7:30 p.m. in the Pope Room. Participants in this News sponsored panel discussion will be: Ingrid Stadler, assistant professor of philosophy; David Ferry, professor of English; Jerome Regnier, assistant professor of geology; Nancy Adler '68; Linda Baron '70, co-chairman of SEC; and Stephanie Judson '68. Nancy Ross '68 will moderate.

Dance Group Elects Officers

by Lauren Priest '70

Anne Hawley '70, newly-elected president of Wellesley College Dance Club, is already making plans for Tree Day. "We're taking a different approach this year. I think the pageant part of Tree Day, as the group's first effort, will be really creative," Anne stated.

Officers and Elections

Other new officers are: Dorothy (Dee) Hemingway '70, vice-president; Constance (Connie) Young '70, secretary; Linda Chan '70, treasurer; and Susan McLucas '70, publicity chairman. Nola Mirikitani '71, was appointed choreography coordinator.

Elections for three other offices, the heads of ballet, jazz dance, and advanced modern dance, will be held next September.

Self Direction

"This year, Dance Club was a very new club because it was composed mostly of new members who were freshmen and sophomores," Anne continued. "My goal for next year is for the club to become self-directed. Now most of the members know what they're doing. Also, this year Susan Gill began an integration of dance with the other arts, and I'm hoping to continue it more strongly," she concluded. Susan Gill '68, is past

Freshman Writing Prizes

This year for the fourth time, the English Department will award two prizes of $25 each for freshman writing.

FRESHMAN PROSE AWARD: Any original piece of prose, short or long, critical or purely imaginative, written for a course or not, is eligible.

FRESHMAN POETRY AWARD: Any original poem or original translation of a poem is eligible.

Entries should be signed with a pseudonym and accompanied by a sealed envelope containing the author's real name, with her pseudonym on the outside. Each entry should state at the top of the first page the award for which it is to be considered. All entries must be received in 108 Founders by Mon. April 22.

Prizes to be offered by the English department include (1) the Florence Annette Wing Memorial Prize for Lyric Poetry, open to all classes, and for which lyric poems not exceeding 32 lines may be submitted; (2) the Virginia Wainwright Annual Sonnet prize, open to all classes, and (3) the Jacqueline Award, a competition in either creative or critical prose, open to all seniors who are candidates for the degree at Wellesley.

Entry rules are:

1. Entries must be submitted on or before Mon., April 22, 1968.

2. Entries must be typewritten in double space on one side of the paper.

3. Each entry must be signed with a nom de plume. A sealed envelope accompanying the contribution of each writer must bear the writer's nom de plume on the outside, and must enclose the writer's real name.

4. Each entry must bear the name of the prize for which it is submitted. Any entry fulfilling the conditions for two of the prizes may be entered for both awards, but two copies, each approximately labeled and with accompanying envelope, must be submitted.

5. Entries for all awards should be mailed to Miss Sylvia Berkman, the chairman of the committee.

6. Announcements of awards to any members of the senior class will be made at commencement. All other announcements will be made at opening chapel.

MUSEUM MEMBERSHIPS

Students and faculty members are eligible to become members of The Museum of Modern Art, New York, at a reduced rate of $12.50, a saving of $7.50.

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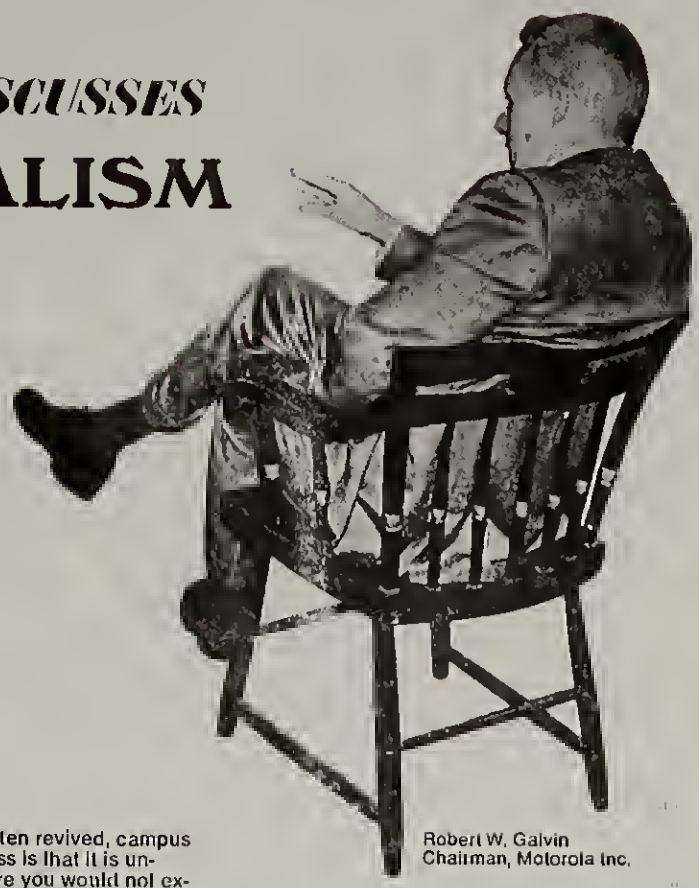
A BUSINESSMAN DISCUSSES

INTELLECTUALISM IN BUSINESS



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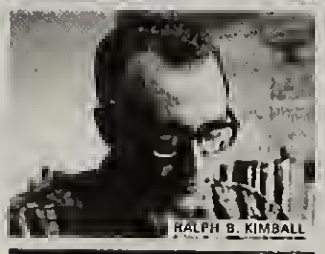

INTELLECTUALISM is one of a number of issues being discussed via campus newspapers by students at leading universities and Robert W. Galvin, Motorola Chairman. Here Mr. Galvin advances the proposition that business provides challenging opportunities for the intellectual graduate. In a succeeding edition, this paper will publish a reply to the issue by Mr. Soyre of the University of Arizona. Other campus newspapers will publish the views of students pictured here with Mr. Soyre.

Your comments on this subject are welcomed. Send them to Robert W. Galvin, Motorola Inc., 8401 West Grand Avenue, Franklin Park, Illinois 60131.

Dear Mr. Sayre:

A well-worn, but often revived, campus criticism of business is that it is un-intellectual. I'm sure you would not expect me to agree. However, in all fairness I think there are very few careers, if any, open to the graduate that provide any *higher degree* of pure intellectual involvement than the university, particularly as the sole essence of a job.

We would each do well to ask: What *is* intellectualism? It means many things to many people.

Within the basic parameters of my own interpretation, I would say that business offers just as much intellectual challenge to a bright young person as any other career field. In fact, the "un-intellectual mind" will not be adequate for future business leadership.

Roger M. Blough, Chairman of U. S. Steel, stated it well when he said: "Business needs the young intellectual today more than it ever needed him. The scope of operations, multiplication of environmental factors, accelerating technological change, complexity of products, and intangibles and imponderables that constantly arise all call for the best brains available."

Thoughtful, disciplined, intellectual graduates have a restless spirit of inquiry and an admirable desire to improve society. But I wonder if those who dismiss business as having no need for the intellectual—or that business just is un-intellectual—really consider the mental quotient, the study and agility required to anticipate, synthesize, correlate, and strategize; to engage in creative and judgmental thinking; to apply scholarly knowledge and orderly mental processes to the resolution of business management problems. I believe that such capabilities are intellectual in nature—and are integrally a part of business management.

I have had my own personal fallibility proven to me often, yet I know that the supreme satisfaction in business to me is an intellectual one—seeing through a complex problem a little more clearly than a competitor.

A continuing challenge in a large corporation is the need for "refounding." *Refounding is the forming of whole new businesses inside an established corporation*, made necessary by the need for diversification. You refound when your company enters a completely new market, or develops a product or service which creates its own new market.

Vital to the refounding process is the element of profound judgment called for. Refounding tests men's vision, determination, imagination, flair. It sometimes calls for the courage to institute drastic changes in established research techniques, production methods, financial policies, and marketing practices. And you must be right—millions of dollars of investment and thousands of people's jobs may ride on your decisions, your judgments.

There is great reward for men and women in business whose application of intellect helps produce things that feed, warm, clothe, house one's fellow human beings . . . that help free them from drudgery and thus make it possible for them to enlarge their own intellectual horizons.

Before you dismiss a business career as being "un-intellectual" I urge you to investigate the needs and scope of modern management for highly talented university graduates like yourself.

Now let's hear how *you* define intellectualism. Do you disagree with the views I've expressed? Do you feel that the "intellectual" is needed in modern business—that a businessman can be intellectual? What are your views?

Sincerely,

Robert W. Galvin

Robert W. Galvin

Freshman Discontent Mirrors Campus Malaise

By Nancy Ross, Barbara Schlain, both '69, Sue Heineman, and Anne Trebilcock, both '70

Well before she is authorized to sink into sophomore slump, many a Wellesley freshman suffers from discontent.

While a sizeable group of girls view their first six months at Wellesley as among the most glorious of their lives, an equal number of those interviewed expressed disillusionment ranging from despair to resignation. Many have considered transfering; some, idly; several, quite seriously; a few have already filed applications. Others, held by ties to Boston and Cambridge, by friends here, or by commitments to organizations, anticipate a junior year abroad as a partial means of escape.

What makes one girl react joyfully to the Wellesley experience, and another with disgust? No one variable presented itself in extensive interviews with over 50 members of the class of '71. Nor did there seem to be any cause for the widespread, if not pervasive, malaise expressed by many. Several salient points presented themselves, however.

"I thought I'd like four years with time to think . . . now I know I want to make learning as much a part of life as possible, and life as much a part of learning. Wellesley seems so irrelevant to the reality of life; it's so easy to forget there are any problems in the world."

Alternately calling the college an "ivory tower" and a "country club," many freshmen, dubiously cited the basic idea of an isolated idyllic, suburban campus, beautiful as it may be, as they thought of the Roxbury ghetto or even the vitality of Cambridge.

"Wellesley's big drawing card is its proximity to Boston; they didn't say anything about the 75-minute ride on the MBTA!" complained one. "You have to jump over a big psychological wall to get into Boston," noted another.

"The girls are all the same." "The people here lack depth — they've shown me what I don't want to be." "Some girls don't look beyond Wellesley, don't do anything independent, risk anything." "At first, I unlike-estimated the girls. Now I know they're bright — they just don't do anything." "It just seems for all the brains that must be running around the Wellesley campus, there's an appalling lack of action." "Somehow it's inevitable here that a certain amount of dinner-table conversation revolves around breakfast. People brag about never going to the libe, and play bridge all day."

Nearly unanimously, disaffected freshmen expressed discontent with their peers. One named them "sweet, conservative, and quiet." Another talked with utter disgust about the "sappy people who are here just because their mothers thought it was a good idea . . . they're the ones who give the place a bad image." Another said she'd expected "a community of scholars, of intellectually aware people, who were both stimulated and stimulating. I expected a vitality, a joy in discovering to be everywhere. Instead, I found, among other things, a lot of housewives putting in time."

"In my high school class, there were a lot of people brighter than anybody here." "There's an anti-intellectual atmosphere here. This is an academic institution; I expected people to be interested a little more in things." "Going to the library is socially unacceptable . . . an anathema . . . to say to another freshman"

Whether admissions policy or a function of the girls applying here, it would seem as though the relatively immediate reaction indicates that anti-intellectualism, whether deep-seated or on the surface, is not merely something that happens to a girl after "freshman week." Yet several freshmen felt that something basic either happens, or fails to happen, to a girl when she arrives.

"The Wellesley experience puts something into you. You can always tell a Wellesley girl on the MBTA. In a way, I suppose it's superficiality, but, then, they're excited over a new winter coat." "My friends in places like Chicago and Cincinnati have all undergone profound changes from the ideas they've discussed. Here you make mild changes to adapt, or retain what you've had. I don't think I've changed at Wellesley one bit."

Many girls seemed to feel this was, at least in part, a function of the kind of education they were getting. One cited a professor as saying, "Wellesley College destroys your ability to think." The "same thing in the environment that is the very opposite of stimulation" seems to be directly related by what happens, or doesn't happen, in the classroom.

"There's a lack of spontaneity, an unwillingness to stick your neck out. And people aren't willing to experiment with their personalities, either. Wellesley demands a certain type of intellect — taking your studies seriously, but not being pushed to question. You can come out intelligent and refined, but nothing will push you out of what you were."

Dissatisfaction with the education they are receiving was centered around the quality of professors, class size, and amount and quality of class discussion. Class size was certainly the favorite target, even among those who expressed contentment with everything else. Nearly everyone felt victimized by a credibility gap.

"The catalogue writers are the biggest liars in the world." "They tell you 'small, intimate' classes; I walked into Psych 101 and nearly died!" "Wellesley Heritage is a farce."

Most girls wanted more classroom discussion, even though some were dissatisfied with its quality when it existed. "Many girls look bored, and only ask questions to be noticed." "It's a large lecture, without discussion, or a small lecture, without discussion, or the professor tries to drag out discussion."

More serious, perhaps, were the complaints about the quality itself of teaching here.

"I'm getting a second-rate education, and it's partly the quality of the teaching. They may know a lot, but not about teaching. I've never seen a teacher really on fire about what he's doing; with few exceptions, no one shows the workings of his mind." "The teachers are just like the ones in high school; most are dull, and a few are stimulating." "The curriculum is limiting to any mind above average. Wellesley is a school for young ladies, to give you a basic education, but not a dynamic intellectual experience." "There's the potential of a fantastic education, but you have to squeeze every drop out to get it."

Reactions to the grading system ranged from "childish II" to both sides of the dismay spectrum. "I'm working hard and not getting good grades," was one complaint. "It seems the less I do in a course, the better I do," was another. A third bucked this up: "I'm not leading a scholarly life, and I'm doing well; I don't sit down to study without an hourly the next day."

The amount of busy work was a frequent cause for complaint. Perhaps because freshmen are caught up in fulfilling distribution requirements more than juniors and seniors, they seemed exposed to more departments, and remarks such as "The Math Department is unfortunate," were surprisingly prevalent.

"The social life stinks." "The social life's pretty good — for a girls' school, and that's not very good." "98% of the conversations around here are on men and sex, because they're not around." "Just intrusing some MIT men on the Wellesley campus isn't the answer to Wellesley's problems."

A girls' school sounded fine to many a girl once upon a time, but six months at Wellesley changed her mind. Many missed the presence of boys in the classroom; "girls don't demand as much as boys. They don't insist, or define, what they want from a course. They don't change things."

Nearly everyone stressed the artificiality and unnaturalness of the social system.

"The social life is really warped. If you don't hit it lucky at the mixers in September, and don't have a friend to fix you up, there's nothing. And unless you know someone in depth, you miss a lot. I could date a guy for four years, marry him, and he'd never see me without my makeup." "The only way you meet a boy is in a dating situation . . . the mixer is the most perverse kind of circumstance to meet someone under." "I don't like a weekend school, where you only see how drunk you can get from Friday to Sunday." "I hate the bifurcation of interest between week and weekend . . . I can't stand coming back on Sunday night . . . I'd like some spontaneity in my social life."

To be sure, far from every reaction was negative. "The education is top-notch"; "The social life is great"; "The girls here are great"; "I love the independence, the lack of competition"; "On the whole, I'm satisfied"; similar remarks were heard everywhere.

Yet when, after six months, a freshman, unasked, declares with positive vehemence, "No, I won't send my daughter to Wellesley!" one wonders, perhaps if "something is happening here and you don't know what it is."

Malamud Creates Jewish Crow In New Satrical Short Story

by June Hilder '70

What happens if the talking crow in history were Jewish? Bernard Malamud, author of last year's Pulitzer prize winning novel The Fixer, both asked and answered that question at a reading he gave March 5 in Harvard's Kirkland House.

Malamud's short stories proved highly readable and capable of captivating his audience beyond the capacity of his voice. The author, a member of the faculty of Bennington College, warmed his audience with the satire of "The Jewbird," then grew more serious in "The German Refugee" and "My Son the Murderer."

"The Jewbird" is the story of a disillusioned old crow who flies into the life of a New York family, while fleeing from "Anti-Semeets." "Schwartz," as the bird is called, stays on to tutor young Maurie. His parents were proud that there was nothing lower than a C minus on Maurie's report card. "If he keeps up like this," Cohen said, "I'll get him in an Ivy League college for sure."

The author explained that once a big Jewish crow is made, the story writes itself. One sentence follows another. "Half the time you're laughing as you're writing," Malamud said.

Malamud has been a visiting professor at Harvard for the past two years.

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